

Feedback Policy

**PENKRIDGE MIDDLE
SCHOOL**



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1. Introduction: The purpose of feedback is to inform a student, as to whether their work is correct or not, to give guidance to a student on how to improve their work further and to give recognition of and a feeling of value to the efforts made by the child.

2. PMS Principles of feedback:

- 'Live' Immediate verbal feedback should be regularly used in lessons to provide students with improvements and praise whilst also informing learning and teaching.
- Peer and self-assessment should be regularly encouraged using clear & simple success criteria.
- Effective questioning and use of 'Think pair share' will result in effective feedback during lessons.
- Starters, mini plenaries and plenaries are important times in the lesson to give feedback to the whole class. This may include the discussion of common misconceptions. A good time to do this is straight after reviewing a set of books or after a test has been sat.
- Regular 'Michaela marking' is an effective way for teachers to provide feedback to students by allowing them frequent opportunities to improve and act on misconceptions. This method of feedback will at times result in no written feedback from teachers appearing in books; this is because teachers will be developing next step tasks to address the misconceptions they have seen.
- Feedback should be worded in a positive tone and take account of a student's capabilities, both in the ability to complete the work but also to read/understand the feedback from the teacher
- Feedback should be regular to show that we value students' work. WAGOLL (What a Good One Looks like) awards should be awarded for outstanding pieces of work and/or effort.
- WAGOLL boards will be visible in all classrooms to show raise aspirations of all our students'.
- WAGOLL can be should be used to model what a good piece of work will look like and provide students with feedback for how they can improve.
- Feedback should give the child a clear general picture of what they have achieved so far but also to give them clear advice on how to improve using 'next steps'.

3. Implementing the Policy:

- As a school, we have standard rules that apply to all pieces of work (e.g. the date and title/learning intention should be underlined).
- Teachers should write in red (or pencil in art) and students should respond in green. (Students are allowed to use different coloured pens in their book to record key points).
- Feedback should relate to the learning intention and success criteria.
- Teachers may use bingo stampers or similar to highlight a particular aspect that has been shown/not shown.
- Teachers should get students to check/proof-read their work prior to having it marked. This will encourage students to become 'assessment capable'.
- Self and peer assessment should be used, encouraging the use of success criteria to do this.
- It is acceptable for children to tick/cross their own work and then for the teacher to pick up on misconceptions. This is a more sensible and effective use of a teacher's time.
- Every page does not have to be acknowledged by the teacher.
- Teachers may write the next step as a number, which is then written on the board in the next lesson for the students to act upon. This helps promote assessment capable learners through a higher level of student engagement in the process.
- In addition to the above, there are specific rules for some individual subjects. Staff should refer to these.
- All teachers should also mark for GPS using the guidelines from Literacy.
- Spellings and errors pointed out should be kept to a manageable amount that is realistic and not demoralising to a student, whilst also moving them on in their learning. Spellings may be corrected for a child to write out 3 times or they may be instructed to use a dictionary.

- Feedback for SEND/lower ability students should be very clear and easy for them to understand and act upon.
- At regular intervals staff should give feedback that students should act upon.
- Following feedback, a slot in the next lesson should be given for students to respond to the feedback. This may include a whole class discussion of common errors or misconceptions, students responding to comments by writing back, students doing corrections, the teacher/TA working with a small group and some students doing extension work. This should be weekly for core subjects.
- Middle Leaders should complete regular book scrutiny for the books in their subject area. This should focus on feedback, but also on whether correct methods and learning intentions are being taught and whether students' work shows progress and differentiation.
- Books/work will be looked at during lesson observations and learning walks.
- If teachers have any questions/concerns they should contact their subject leader/line manager or the Head Teacher who is responsible for standards.
- If students or parents have any concerns regarding feedback or attainment they should first speak to the subject teacher. If unresolved they should speak to the subject leader, then the head of curriculum or head teacher if still unresolved. Our office staff will assist in directing parents/carers to the correct person.

Key: PP= Pupil Premium LAC= Looked after children SEND=Special Educational Needs or Disabilities AfL= Assessment for Learning

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